**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade:**  2nd Grade | | | **Date(s)**:  Task 3 Lesson 6 |
| **Unit Title:**  Unit 1- Understand Place Value (Hundreds, Tens, Ones) | | | | **Corresponding Unit Task:**  Use base-ten blocks or a number line to determine how much more you will need to buy of each item. Compare how much of each item you have in current inventory to how much more you will need to buy. | | |
| **Essential Question(s):**  How do I compose numbers up to 1,000?  How do you know the values of a number?  How do patterns help me skip count? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**   * BrainPOP Jr. | | **Student:**   * Envisions lesson 17-6 * Playing cards or tiles * Inventory Investigation Part 3 * Racing Forward Game Board * Playing Cards | | | compare, greater than, less than, equal to, | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, < symbols to record the results of comparisons. | | | | | |
| **I Can Statement(s):**  I can read two numbers and decide which is larger or smaller.  I can tell what the symbols mean.  I can use the < or > when telling which number is larger or smaller.  I can use the = sign to show that the two numbers have the same value. | | | | | |
| **Activating Strategy/Hook:** (4:49 mins) (How will students become cognitively engaged and focused?)  Students will watch BrainPOP Jr. video under “math” 🡪 “number sense” 🡪 “comparing” to review comparing numbers from yesterday. | | | | | |
| **Teacher Directed:** (10-15 mins)  Teacher will guide students through the front of Envisions lesson 17-6 to practice comparing 2 three-digit numbers. Teacher needs to make sure to explain what to do when 2 numbers have the same number in the hundreds place (look at the tens). Teacher will also display a number line again on the board making sure to use three-digit numbers on the number line. | | | | | |
| **Guided Practice:** (10-15 mins)  Students will play “Big Man, Little Man”- Each pair takes 3 playing cards, big man makes the largest number possible, little man makes the smallest number possible. Each student will then make a true number sentence using the <, =, > symbols. Between the two partners, they should have two different number sentences. Students will take turns being the "Big Man" and the "Little Man". | | | | | |
| **Independent Practice:** (20-30 mins)  Students will complete Envisions lessons 17-6. Check whole group. | | | | | |
| **Closing/Summarizing Strategy:** (10 mins)  Students will complete assessment portion of lesson.- Inventory Investigation Part 3 third column (Show how they compare)  Students can play “Racing Forward with the Greatest Number” if time allows.  C:\Users\Jordan\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\Z7YZ65B5\Racing Foward with Greatest Number.png  Students will be given premade number cards. They each pick one card from the deck. Whoever has the larger number gets to color their “greater than block”. Students can write the number sentence on their block as well. The winner is whomever reaches the top first. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| * Envisions Enrichment 17-6 * Envisions Differentiated Instruction Advanced “Listen and Learn” teacher edition page 534B | | | * Envisions Reteaching 17-6 | | | * Envisions Reteaching 17-6 * Pre-teach vocabulary words * Include number words, vocabulary words, and place value chart in students' personal dictionaries. |
| **Assessment(s):**  Inventory Investigation Part 3 third column (Show how they compare) | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |